

YUP,

THERE'S A

REvx

GUIDE

2023 Version 1.0



🏠 Table of Contents

Part I: Anatomy of the RevX Model

<u>Why Does RevX Exist?</u>	5
<u>What is RevX?</u>	6
<u>How Does Learning Work?</u>	7
<u>The Model at a Glance</u>	8
<u>Differentiators</u>	9

Part II: Bringing RevX to Life

<u>Overview of Scheduling</u>	11
<u>The DISCOVER Phase</u>	14
<u>The EXAMINE Phase</u>	18
<u>The ENGINEER Phase</u>	22
<u>The DO Phase</u>	26
<u>The SHARE Phase</u>	30



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- And countless others who have given us feedback and helped to unpack our ideas. This work is funded by generous support from Margulf Foundation

DID YOU KNOW?

We see ourselves as always emerging, always evolving in response to new learnings and the needs of our community.

This is the first attempt to describe the RevX model with a wider audience. We are not finished designing and never will be, but we believe it is important to share and learn together along the way.

So, here it is, our 1.0 version! **Expect changes, expect things to get deleted and renamed and sharpened as we learn more from our own implementation and from yours!**

Thank you for being on this journey with us.

Onward and in partnership,
The RevX Design Team & Our Implementation
Partners

PART I:

[Why Does RevX Exist?](#)

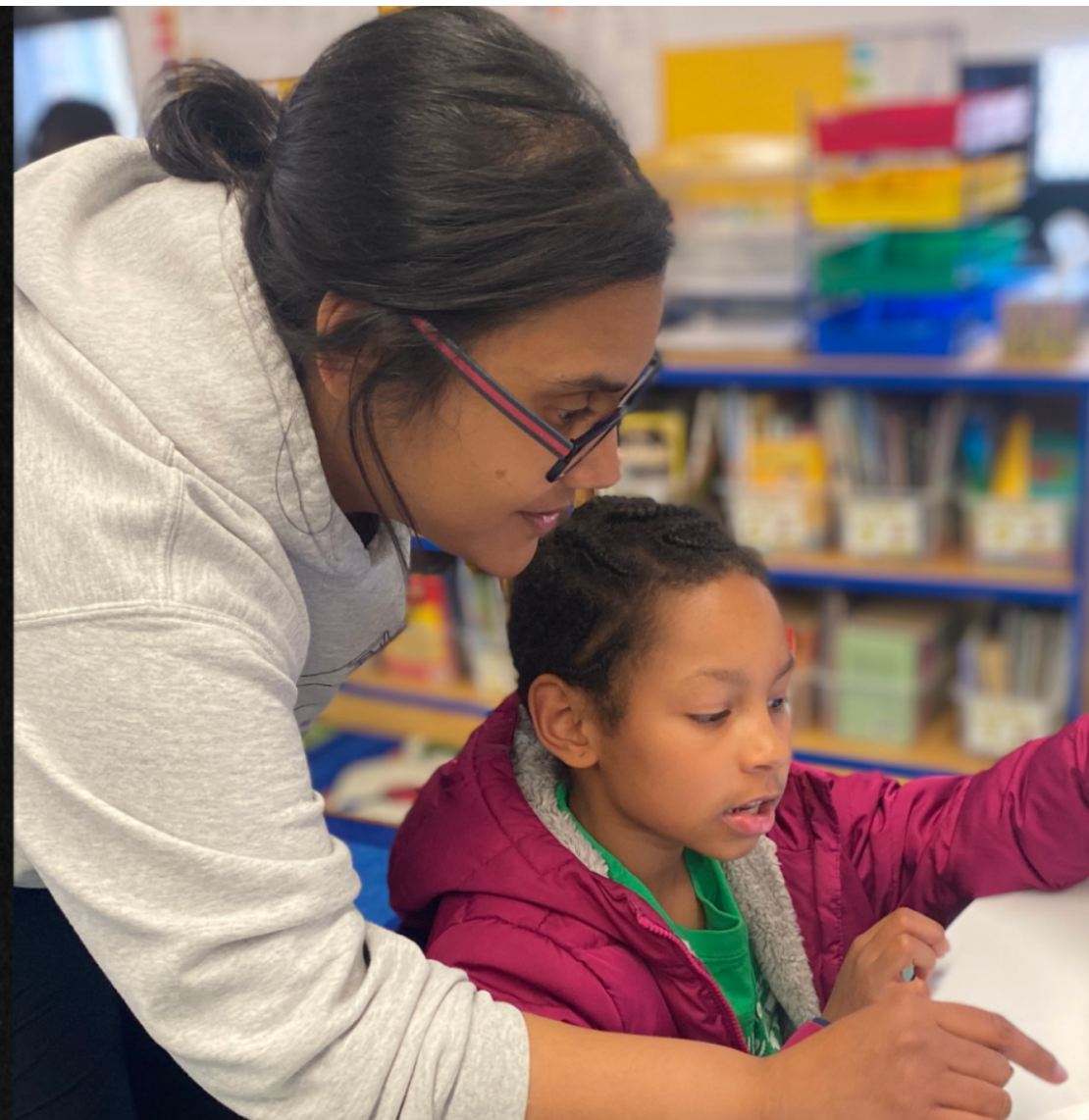
[What is RevX?](#)

[How Does Learning Work?](#)

[The Model at a Glance](#)

[Differentiators](#)

[△ Back to Table of Contents](#)



Introduction

Why Does RevX Exist?

Schools often say they want to prepare young people to shape the future. Yet, education rarely includes experiences where learners analyze, question, defend, and redesign the world around them. This is especially lacking in marginalized communities.

If we want a nation of young people who can influence the world tomorrow, they must have opportunities to practice influencing the world today!

RevX exists to provide these opportunities. Our learning experiences address social challenges within the community, **so that learners can develop the skills to change the world they live in.**





What is RevX?

RevX is a national K-12 learning model that is equalizing access to social justice-focused, identity affirming, real-world learning.

Our mission is to create opportunities where young people can claim their power, evolve themselves, and improve the world around them.

The RevX learning model supports learners in dismantling mindsets of inferiority that may stand in their way by developing their confidence to address real-world challenges, using core academic, social-emotional, and professional skills. They are primed to be influential leaders and change-makers in their chosen field.



See Learning in Action!

[Reducing Waste](#) (1st Grade)

[Habitat Preservation](#) (4th Grade)



How does learning work?

In order to prepare learners for their influential roles in society – the ability to advocate, defend, question, and problem solve – we focus on building 3 main competencies: 1) a **strong sense of self**, 2) **intellectual prowess**, and 3) the ability to **create impact** in the world.

To do this, we create social justice-focused modules on [pertinent community challenges](#).

Our modules have the following features:

- They integrate four evidence-based **practice areas** that target **foundational literacy and math, professional** skills, and **personal** development, *and* they embed resources to **track learner's growth**.

We weave these together into a five-phase learning journey called **DEEDS: Discover, Examine, Engineer, Do, and Share**.

When you put it together, learners use literacy and numeracy skills to clarify a problem. They then leverage career skills to create a solution, implement that solution, and determine if it works. Finally, they share their findings with their community and reflect on their growth.

Through DEEDS and the integration of our four practice areas, learners have several opportunities to reflect, complete academic assessments, build career skills with a mentor, and get direct instruction and coaching on their academic and personal growth.

The Model at a Glance

Our Mission: Create opportunities for learners to claim their power, evolve themselves, and change the world.

The Learning Outcomes

Strong Sense of Self:

I know who I am as an individual, how I am connected to others in the world and how to collaborate to seek justice for us all.

Intellectual Prowess:

I gain, integrate, then apply knowledge and skills (e.g. literacy, numeracy, critical thinking) to address complex challenges and tasks.

Creates Impact:

I work collaboratively with others to address challenges and develop solutions that make our community a stronger place to live for everyone.

The Learner Experience

Learning happens through a five-phase process called DEEDS, which integrates evidence-based teaching and learning practices focused on building a strong literacy and numeracy foundation, professional skills, personal development, and growth tracking.

DEEDS Instructional Framework

- **D** — Discover a challenge and the root causes
- **E** — Examine the challenge by gathering knowledge and analyzing data
- **E** — Engineer a solution
- **D** — Do the work by implementing the solution in a real world setting, and
- **S** — Share findings with family and community.



Evidence-Based Practice Areas

- **Foundations:** Standards-aligned explicit instruction, self-directed learning, full group and/or small group instruction to understand the knowledge and skills required to pursue a solution to the challenge.
- **Professional Skills:** Exposure to specific industries (e.g. psychology), technical skills (e.g. artificial intelligence) and transferable skills (e.g. problem solving) in order to address the challenge.
- **Personal Development:** Self-reflection on academic progress and personal experiences and explicit practice or discussions on how to evolve one's sense of self.
- **Growth Tracking:** Assessment and tracking of learners' growth on RevX outcomes, their opportunities to tackle social challenges, and how the learning environment has evolved.

Differentiators

The RevX learning model is built on the great work of many educators and researchers. We hope to add to the field of deeper, real-world learning by elevating the following differentiators through our work:

1. **Tracking Progress on Academic, Professional Skills, and Personal Development:** RevX tracks the evolution of academics and self-growth through embedded, authentic assessments and reflection; tracks exposure to career skills across time.
2. **Shifts the Purpose of School from Only College and Career to Social Justice Action:** Learners make tangible impact today on relevant community issues instead of engaging in simulations of learning or waiting post-graduation to apply skills.
3. **Embeds Identity Development and Criticality:** Elevates identity and [criticality](#) instead of conformity and passive learning by asking learners to continuously reflect on who they are and give their opinion about how to make changes in their lives and communities.
4. **A Repeatable Planning Structure:** The DEEDS framework provides a planning structure with resources that makes it easier to design and implement real-world learning without sacrificing rigor.

DID YOU KNOW?

Most educational models do not have explicit outcomes focused on creating impact. We believe the purpose of school should be to strengthen individual minds *and* to also develop a sense of collective responsibility and skills to improve our world.

Our learners have done things like:

- Created their own social media campaign to raise awareness about discrimination
- Used 3D modeling to revitalize Mason Bee habitats in their community
- Used storytelling to persuade and teach school community to reduce waste

PART II:

[Overview of Scheduling & Planning](#)

The [DISCOVER](#) Phase

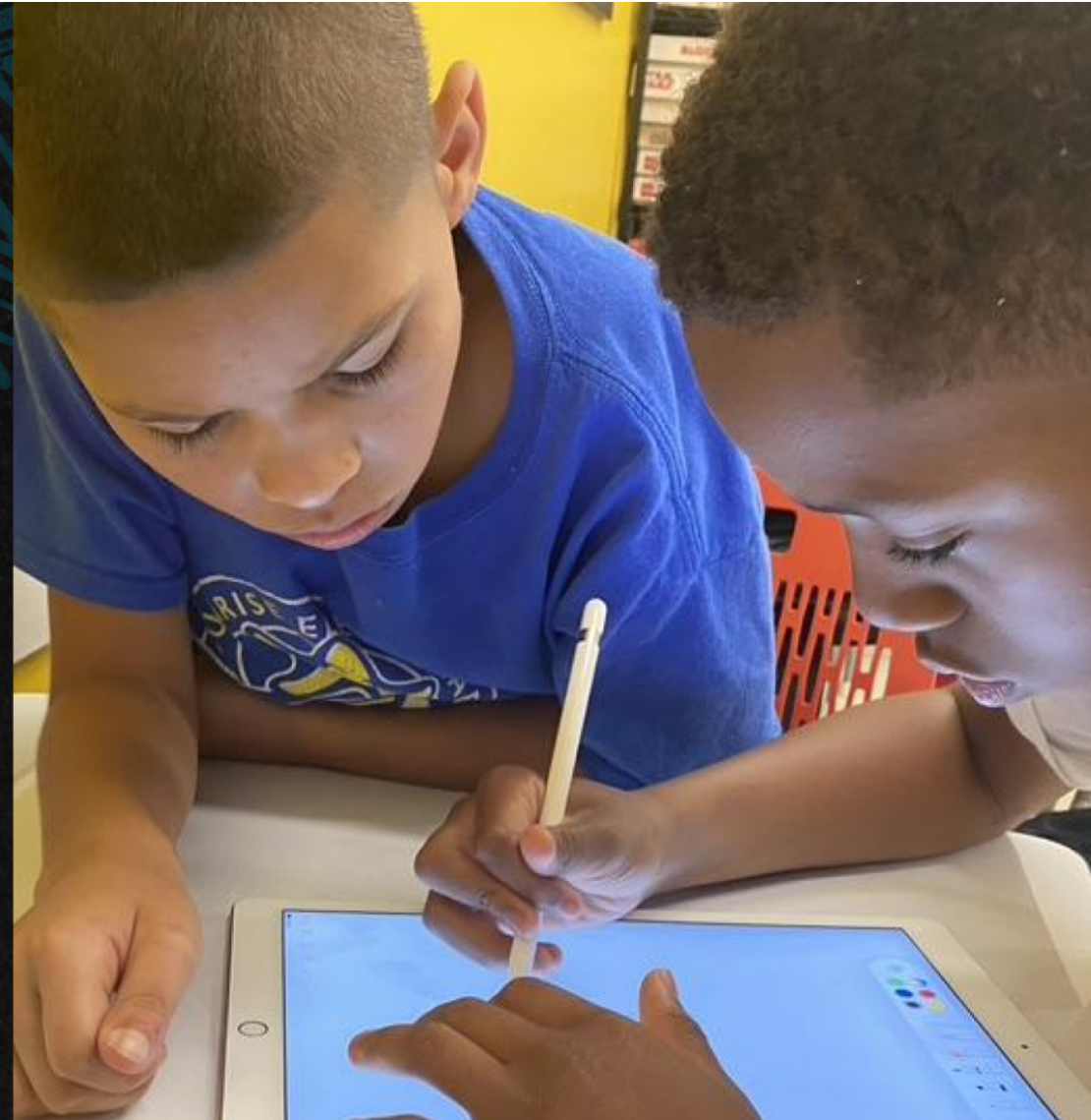
The [EXAMINE](#) Phase

The [ENGINEER](#) Phase

The [DO](#) Phase

The [SHARE](#) Phase

[△ Back to Table of Contents](#)



Bringing RevX to Life

Overview of Scheduling & Planning

Implementing RevX involves moving through the multi-phase DEEDS process. DEEDS requires the integration of a variety of evidence-based practices and activities that lead to the RevX outcomes; however, **exactly how much time you spend on each phase, the overall scheduling of that time across your calendar, and how the various activities are broken up is up to you.** This is a big part of what allows RevX to flex to different settings both within and outside school.

The visuals on the next pages show the approximate time needed to facilitate each phase as well as the specific activities learners will engage in. Even these ranges should be used as a general rule, not as strict minimums or maximums. Use them to block time off on your calendar and develop an overall plan for your module.

As you schedule and plan for a module, here are some general tips to keep in mind:

- **Manage learners' attention and cognitive load.** Don't spend 2 hours on a discussion. Plan a discussion that is 15 minutes in length and then reflect on whether that amount was successful for your learners. Each evidence-based practice and activity has an estimated time assigned as a starting point.
- **Consider what parts of your current instructional programming RevX could replace.** With strong planning, RevX modules can build foundational literacy and numeracy skills and content knowledge. As a result it can replace or supplement subject blocks.
- **Consistency is key.** While scheduling for RevX is flexible, it's important for students' experiences to build on each other and be implemented in a close enough cadence for learning to be remembered.

RevX Learner's

Experience

START HERE

DISCOVER
6-10 Hours

The Discover phase is the hook for learners. Learners engage in experiential activities that lead them to "aha" moments. These activities may focus on real-world injustices or a challenge in a community bringing relevance to learning.

ENGINEER
15-20 Hours

The Engineering phase is when learners work to design solutions for the community challenge. It has two key parts: 1) creating a strong plan for your product or how you will deliver a service, and then 2) building it out with professional resources.

SHARE
4-6 Hours

The Share phase is an interactive experience where learners present their learning journey and their growth to community members, including peers, school staff, external partners, and families.

EXAMINE
10-20 Hours

The Examine phase is when learners gain a deeper understanding of the challenge and potential solutions from multiple perspectives. They learn foundational literacy and numeracy skills in addition to deepening their knowledge of the challenge they are tackling.

DO
10-15 Hours
+ Waiting period to see effectiveness

In the Do phase, learners implement their solution in the real world and see if it works. This is analogous to doing a scientific experiment on their solution!

EXAMPLE: Module Timeline

Modules are typically 6–12 weeks in duration depending on how much time you have during each session. This calendar provides a **typical example** of how each DEEDS phase spans 6 weeks; however, there are several configurations of schedules including but not limited to some overlapping phases, repeat phases, or phases that get interrupted by other phases.

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
			1 February	2	3	24
			DISCOVER			
5	6	7	8	9	10	11
	EXAMINE					
12	13	14	15	16	17	18
					ENGINEER	
19	20	21	22	23	24	25
26	27	28	1 March	2	3	4
	DO			SHARE		
5	6	7	8	9	10	11
						13

NAVIGATION

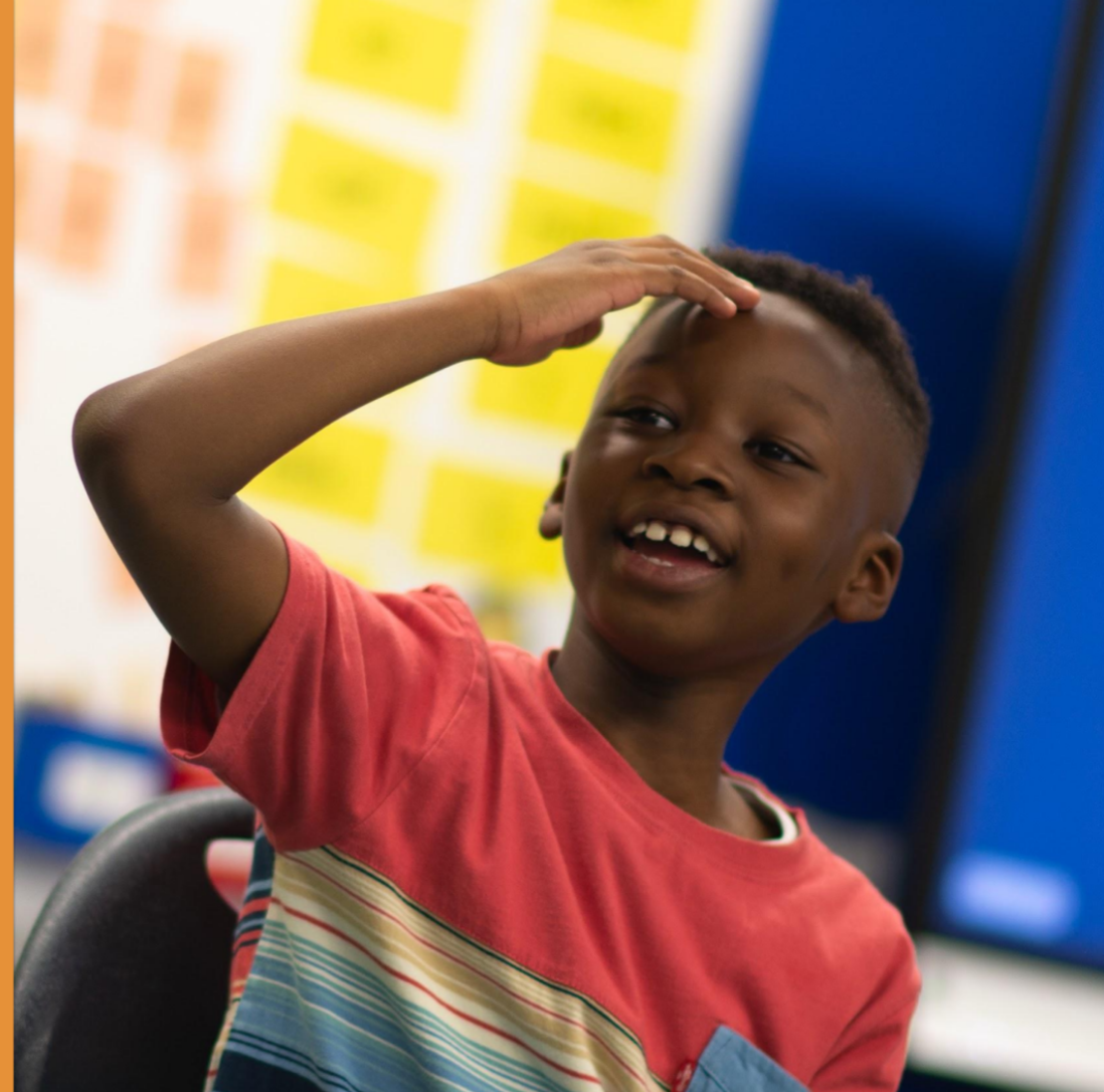
[What is the Discover Phase All About?](#)

[Discover in Action](#)

[Activities and Practices](#)

[Facilitating Effectively](#)

[△ Back to Table of Contents](#)



DISCOVER

What is the “Discover” Phase All About?

Discover is the hook for learners. Learners engage in experiential activities that lead them to “aha” moments. These activities may focus on real-world injustices or a challenge in a community bringing relevance to learning.

Discover is a time **for a facilitator** to gauge learners’ prior knowledge and interests. It allows the facilitator to listen for what learners know about the challenge and observe if learners make connections to their lives and if they are passionate about this challenge.

During Discover, learners collect or analyze data that helps them understand the challenge. They also compose a list of questions that will guide their inquiry throughout the Examine phase. Lastly, the facilitator gathers baseline information by having learners take a standards-based pre-assessment, reflect in their notebooks, and get coaching to reflect on their personal goals.

By the end of Discover, learners should feel conviction about the challenge they are working to improve or solve.

Discover in Action



- [WATCH Cindy](#): Tips for implementing Discover.
- Use the [Discover Pacing Calendar Template](#)

DID YOU KNOW?

Research states that learning is much more memorable when young people can connect new ideas to prior knowledge and experiences¹². Meaningful connections help learners to affirm their own experiences and cultivate a sense of agency. This phase was designed to offer those connections and to develop young people’s capacity to explore power and critically determine their role in the world²⁸.

Activities and Practices in DISCOVER

Some practices happen daily or weekly. Others happen one time as part of the Discover phase.

RevX brings a mix of activities and evidence-based practices into each phase of the DEEDS process, all in service of an engaging and powerful learning experience. The key activities and practices used in the Discover phase are briefly described below.

* Daily Practices/Activities

** Weekly Practices

Welcome*

Kick off the day with your starting routine, creed, meditation, and set the intentions for the day.

Foundations

Experience the Challenge

Learners physically, emotionally, and mentally experience the problem or an aspect of it so that they develop empathy for those involved and feel convicted to address it.

Growth Tracking

Pre-Assessment

Complete multiple-choice assessment aligned to standards covered in the module to establish baselines and inform instructional support.

Foundations

Data Collection & Analysis

Learners collect and/or analyze existing data to understand the problem. They may also look for shifts in this data after their solution is implemented.

Foundations

Discussion

Learners lead their own conversations about a topic. They probe and push each other's thinking to help the group build deeper understanding.

Career Skills

Generate the Challenge Question

Collectively the group reflects on their experiences thus far and create a "How can we....?" question that becomes the focus of the module.

Career Skills

QFT

Learners use the question formulation technique (QFT) to generate questions about the challenge. These questions guide their inquiry throughout the module.

Foundations

Written Summary*

Learners practice their writing skills by reflecting on prompts about the challenge in their notebook. This helps them work through their ideas. In Discover, they reflect on why the challenge is important to solve.

Personal Development

Circle**

A community meeting to connect, and receive support for social-emotional needs that arise during the module.

Personal Development

Coaching Sessions**

Time for learners to reflect on how well they are doing interpersonally and academically. They reflect on RevX outcomes, personal goals, and their experiences in the module.

Growth Tracking

Experience Survey*

An opportunity for learners to share feedback with facilitators about how they are experiencing the module. They may also reflect on their own mindsets and behaviors.

Closing*

Close out the day with a ritual that reminds the group that they are in this together. Preview the next day.

Facilitating Effectively

Over the course of the Discover phase, learners will engage in the general flow shown on the page above.

You may add additional activities, but at a minimum, learners should participate in each of the activities listed.

The exact amount of time spent on this flow will vary.

While this flow will largely be sequential, sometimes you and your learners will circle back to previous parts of the flow or jump ahead into reflecting before continuing.

The bottom right figure is **one** example of how the activities and practices can be planned over a few sessions.

8-10 Hours

The Discover Phase should...

Look Like

- A simulation or field trip
- Conversations that provoke questions
- Facial expressions: wonder, excitement, anger, etc.

Sound Like

- Question asking “Why is this like that in our community?”
- Commitment: “This isn’t okay! We must do something.”

Feel Like

- Immersion, passion, and conviction combined
- Empathetic and connected to the people and/or the challenge

DISCOVER: ~2-2.5 Hour Block Each Day

Session 1	Session 2	Session 3	Session 4
<ul style="list-style-type: none">• Welcome & Review• Experience• Discussion• Written Summary & Coaching Pull-Outs• Experience Survey• Closing	<ul style="list-style-type: none">• Welcome & Review• Pre-Assessments• Experience• Written Summary & Coaching Pull-Outs• Experience Survey• Closing	<ul style="list-style-type: none">• Welcome & Review• Collect or Analyze Data• Discussions• Written Summary & Coaching Pull-Outs• Experience Survey• Closing	<ul style="list-style-type: none">• Welcome & Review• Challenge Question• QFT• Circle• Experience Survey• Closing

NAVIGATION

[What is the Examine Phase All About?](#)

[Examine in Action](#)

[Activities and Practices](#)

[Facilitating Effectively](#)

[△ Back to Table of Contents](#)



EXAMINE

What is the “Examine” Phase All About?

Examine is when learners gain a deeper understanding of the challenge and potential solutions from multiple perspectives. They learn foundational literacy and numeracy skills in addition to deepening their knowledge of the challenge they are tackling.

For facilitators, Examine is a key instructional time. This will entail direct instruction, hands-on exploration of a concept (e.g. building a landfill after reading about it), reading texts, analyzing data, text-based discussions, debates, and more.

Four core instructional practices are most critical during the Examine phase: discussion or debate, collaborative reading, collaborative math, and small group instruction via stations. Each is intentionally designed to help learners continuously practice key literacy and math—and sometimes social studies and science—standards. Small group instruction enables learners to practice skills that are individualized to them.

By the end of the Examine phase, learners should have stronger literacy, numeracy, speaking, listening, and analytical skills—all essential foundations for the higher level thinking they will do in the following phases.

Examine in Action



- [WATCH Cindy](#): Tops for implementing Examine
- Use the [Examine Pacing Calendar Template](#)

DID YOU KNOW?

Research states that one of the best ways to learn new skills and information is spaced, deliberate practice. During the Examine Phase, we use routines like collaborative reading and collaborative math in order to support standards-based deliberate practice.

Activities and Practices in Examine

RevX brings a mix of activities and evidence-based practices into each phase of the DEEDS process, all in service of an engaging and powerful learning experience. The key activities and practices used in the Examine phase are briefly described below.

Some practices happen daily or weekly. Others happen one time as part of the Examine phase.

* **Daily Practices/Activities**

** **Weekly Practices**

<p>Welcome & Review*</p> <p>Kick off the day with your starting routine, creed, meditation, and set the intentions for the day.</p>	<p>Career Skills</p> <p>Revisit & Respond</p> <p>At the beginning of each session revisit the challenge and learners' QFT questions so they have a chance to recall what they now know.</p>	<p>Foundations</p> <p>Collaborative Reading</p> <p>Learners set out to learn more by engaging with new texts as a group in order to deepen understanding and practice standards based literacy skills.</p>	<p>Foundations</p> <p>Collaborative Math</p> <p>Through group numeracy activities learners build a deeper understanding of the challenge by exploring data. They also practice standards-based mathematical skills.</p>	<p>Foundations</p> <p>Independent Research</p> <p>Learners engage with texts, videos, interviews and/or hands-on exercises independently to find additional answers to their questions.</p>
<p>Foundations</p> <p>Mini Lessons</p> <p>Through short, targeted large and small group lessons learners are explicitly taught new knowledge and skills related to learning standards.</p>	<p>Foundations</p> <p>Stations</p> <p>Learners engage in stations designed to meet their individual academic needs. These stations provide opportunities to practice and build their competency with standards.</p>	<p>Foundations</p> <p>Debate</p> <p>In a debate format, learners practice recalling and using their new knowledge to advocate for a variety of solutions that could solve the challenge.</p>	<p>Foundations</p> <p>Application</p> <p>Learners engage in hands-on activities to apply their knowledge. They do experiments, create models, role play, conduct interviews and more to test their understanding of key ideas.</p>	<p>Foundations</p> <p>Discussions</p> <p>Learners lead their own conversations about a topic. They probe and push each other's thinking to help the group build deeper understanding.</p>
<p>Foundations</p> <p>Written Summary*</p> <p>Learners practice their writing skills by reflecting on prompts about the challenge in their notebook. This helps them work through their ideas. In Examine, they reflect on causes and effects.</p>	<p>Personal Development</p> <p>Coaching Sessions**</p> <p>Time for learners to reflect on how well they are doing interpersonally and academically. They reflect on RevX outcomes, personal goals, and their experiences in the module.</p>	<p>Personal Development</p> <p>Circle**</p> <p>A community meeting to connect, and receive support for social-emotional needs that arise during the module.</p>	<p>Growth Tracking</p> <p>Experience Survey*</p> <p>An opportunity for learners to share feedback with facilitators about how they are experiencing the module. They may also reflect on their own mindsets and behaviors.</p>	<p>Closing*</p> <p>Close out the day with a ritual that reminds the group that they are in this together. Preview the next day.</p>

Facilitating Effectively

Over the course of the Examine phase, learners will engage in the general flow shown on the page above.

You may add additional activities, but at a minimum, learners should participate in each of the activities listed.

The exact amount of time spent on this flow will vary.

While this flow will largely be sequential, sometimes you and your learners will circle back to previous parts of the flow or jump ahead for a short time.

The figure below is **one** example of how the activities and practices can be planned over a number of sessions.

10-20
Hours

The Examine Phase should...

Look Like

- Explicit skills instruction
- Building and deepening knowledge over time
- Eager self-directed exploration

Sound Like

- Conversations, grappling, questioning, answering, collaboration, and debate: “I think X, here is the evidence”, “What about this?”, “Let me tell you what I just found out!”
- Moments of focused critical thinking

Feel Like

- A study hall, a courtroom, a research team meeting
- A science lab, news room, Google collaboration space

Examine: ~2-2.5 Hour Block Each Day

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
<ul style="list-style-type: none"> • Welcome & Review • Revisit & Respond • Collaborative Reading & Math • Stations • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit & Respond • Collaborative Reading & Math • Stations • Application • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit & Respond • Collaborative Reading & Math • Stations • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit & Respond • Independent Research • Interviews • Written Summary & Coaching Pull-Outs • Circle • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit & Respond • Independent Research • Interviews • Stations • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit & Respond • Debate • Stations • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit & Respond • Debate • Written Summary & Coaching Pull-Outs • Circle • Experience Survey • Closing

NAVIGATION

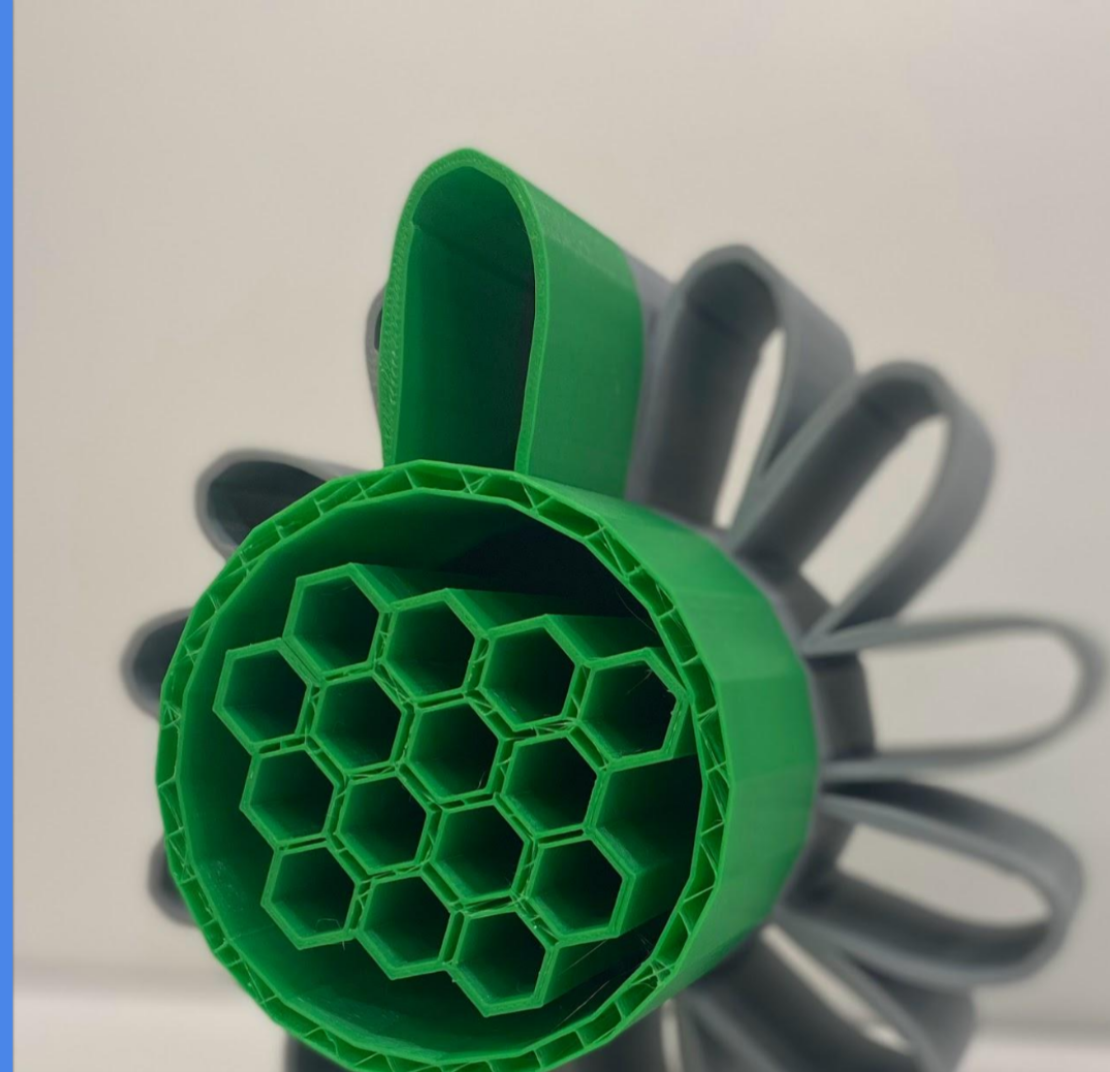
[What is the Engineer Phase All About?](#)

[Engineer in Action](#)

[Activities and Practices](#)

[Facilitating Effectively](#)

[△ Back to Table of Contents](#)



ENGINEER

What is the “Engineer” Phase All About?

The Engineer Phase is when learners work to design solutions for the community challenge. It has two key parts 1) creating a strong plan for your product or how you will deliver a service, and then 2) building it out with professional resources.

For facilitators, Engineer is a time to support learners in applying their learning from Discover and Examine. This will require giving access to the experts, resources, and time to create the products, services, and plan for implementation. This is also a time to closely monitor and provide feedback.

During the Phase, learners collaborate with professionals to learn professional skills and techniques that support the development of their solution. For example, they may learn video editing from a videographer or how to design a menu from a chef. Experts not only

teach learners how to create their solution but also help sketch out what their solution should look like, and develop a plan for making and implementing it. Learners use real-world materials and tools and get feedback on their work the same way a real professional would.

Facilitators support learners with revisions based on feedback and help them to complete their implementation plan (worksheet) where they get clear on a hypothesis (“if... then...” statement) that will help them test their solution during the Do Phase.

By the end of the Engineer Phase, learners should have stronger career skills such as problem-solving abilities, they may have also developed a technical skill like coding, and also deepened their foundational knowledge as a result of opportunities to apply it.

Engineer in Action



- [Hear advice](#) from Cindy on implementing Engineer
- Use the [Engineer Pacing Calendar Template](#)

DID YOU KNOW?

Research states when community members work with learners this broadens the process of traditional learning by encouraging students’ creativity, empathy, problem-solving, and critical thinking ²⁵. As a result, we partner with professionals because we know this supports academic achievement, develops stronger commitment to community, and increases community vitality ²⁶. Furthermore, this experience prepares young people to make informed decisions about future educational and career paths *and* develops critical skills that are valued in work and life—which can increase the likelihood that young people will be employed and earn family-sustaining wages later in life^{27,28}.

Activities and Practices in Engineer

RevX brings a mix of activities and evidence-based practices into each phase of the DEEDS process, all in service of an engaging and powerful learning experience. The key activities and practices used in the Engineer phase are briefly described below.

Some practices happen daily or weekly. Others happen one time as part of the Examine phase.

* Daily Practices/Activities

** Weekly Practices

Welcome & Review*

Kick off the day with your starting routine, creed, meditation, and set the intentions for the day.

Career Skills

Select a Solution & Create a Hypothesis

Learners finalize the solution they will pursue. Then they develop a hypothesis (using an “if... then...” statement) to explain how the solution could address the challenge.

Career Skills

Sketch Label & Get Feedback

Conduct research on how the solution should be designed, sketch specifications, label the sketch, and get feedback from career mentor.

Career Skills

Revise Solution Based on Feedback

Career mentors provide feedback and coaching along the way and help learners ensure solution is designed in a way that can be implemented and can solve the challenge.

Career Skills

Create Solution & Check Criteria & Get Feedback

Learners work collaboratively with a career mentor to use the appropriate tools, **build/create their solution**, and ensure it meets the criteria for excellence.

Foundations

Develop Implementation Plan (Worksheet)

Complete a worksheet to plan out the who, what, when, where, and how of implementing their solution.

** For younger learners, teachers may need to support this more heavily.*

Foundations

Collaborative Reading

Learners engage with new texts as a group in order to deepen understanding and practice standards based literacy skills. In this phase the texts are focused on the solution.

Foundations

Collaborative Math

Through group numeracy activities learners build a deeper understanding of data related to the solution as well as practice standards based mathematical skills. In this phase math is focused on the solution.

Foundations

Mini Lessons

Through short, targeted large and small group lessons learners are explicitly taught new knowledge and skills related to learning standards.

Foundations

Stations

Learners engage in stations designed to meet their individual academic needs. These stations provide opportunities to practice and build their competency with standards.

Foundations

Written Summary*

Learners practice their writing skills by reflecting on prompts about the challenge in their notebook. This helps them work through their ideas. In Engineer, they reflect on how their solution is designed and why.

Personal Development

Coaching Sessions**

Time for learners to reflect on how well they are doing interpersonally and academically. They reflect on RevX outcomes, personal goals, and their experiences in the module.

Personal Development

Circle**

A community meeting to connect, and receive support for social emotional needs that arise during the module.

Growth Tracking

Experience Survey*

An opportunity for learners to share feedback with facilitators about how they are experiencing the module. They may also reflect on their own mindsets and behaviors.

Closing*

Close out the day with a ritual that reminds the group that they are in this together. Preview the next day.

Facilitating Effectively

Over the course of the Engineer Phase, learners will engage in the general flow shown on the page above.

You may add additional activities, but at a minimum, learners should participate in each of the activities listed.

The exact amount of time spent on this flow will vary.

While this flow will largely be sequential, sometimes you and your learners will circle back to previous parts of the flow or jump ahead for a short time.

The figure below is **one** example of how the activities and practices can be planned over a number of sessions.

15-20 Hours

The Engineer Phase should...

Look Like

- Industry experts and learners collaborating
- Hands on work with real-world materials
- Iteration, with solutions being revised and recreated

Sound Like

- Conversations, grappling, questioning, answering, and collaboration
- Periods of focused building with less talk and more creation, building, sketching, and writing

Feel Like

- An art studio, drafting room, or construction shop
- The discipline of a science lab
- Getting better over time

Engineer: ~2-2.5 Hour Block Each Day

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
<ul style="list-style-type: none"> • Welcome & Review • Select a Solution & Create a Hypothesis • Collaborative Reading / Math • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Research: How to design solution • Sketch Solution • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Stations: Mini lesson from experts • Revise Solution Based on Feedback • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Create Solution • Circle • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Create Solution • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Stations: Mini lesson from Experts • Revise Solution Based on Feedback • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Finish Creating Solution & Check Against Criteria • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Develop Implementation Plan • Circle • Written Summary & Coaching Pull-Outs • Experience Survey • Closing

NAVIGATION

[What is the Do Phase All About?](#)

[Do in Action](#)

[Activities and Practices](#)

[Facilitating Effectively](#)

[△ Back to Table of Contents](#)



DO

What is the “Do” Phase All About?

In the Do Phase, learners implement their solution in the real world and see if it works. This is analogous to doing a scientific experiment on their solution!

For facilitators, Do is a time to see learners’ hard work come together and witness learners’ new knowledge and skills being applied in an authentic way. This gives facilitators a chance to more deeply understand student mastery.

During Do, learners may implement a wide range of solutions. For example, they might launch a website and track usage for a week, open a community garden and see if it changes food access, or even build a prosthetic for a patient and determine if the patient’s quality of life and functionality improves. Learners collect data with the support of their facilitators and professionals in their community. Collecting data helps them understand the degree to which their solution addresses the challenge and any adjustments that might be needed. Learners end the Do Phase by summarizing their data findings and discussing to what extent they believe their solution was able to address the challenge.

By the end of Do, learners should better understand the effectiveness of their solution and have built skills related to implementing and collecting data on it.

Do in Action



- [Hear advice](#) from Cindy on implementing Do
- Use the [Do Pacing Calendar Template](#)

DID YOU KNOW?

Research states that when learners do work that is purposeful, they are more likely to engage and put in effort towards learning. In addition, when they gather and receive authentic, real-time feedback from others and their own data, they can course correct and chart a path forward towards greater success²⁹. As a result, we’ve designed this phase to go beyond the hypothetical and into the real world. Learners are asked to implement and engage with real people for whom the solution can be most useful.

Activities and Practices in Do

RevX brings a mix of activities and evidence-based practices into each phase of the DEEDS process, all in service of an engaging and powerful learning experience. The key activities and practices used in the Do phase are briefly described below.

Some practices happen daily or weekly. Others happen one time as part of the Examine phase.

* Daily Practices/Activities

** Weekly Practices

<p>Career Skills</p> <h3>Welcome & Review*</h3> <p>Kick off the day with your starting routine, creed, meditation, and set the intentions for the day.</p>	<p>Career Skills</p> <h3>Revisit & Respond</h3> <p>At the beginning of each session revisit the challenge and learners' QFT questions so they have a chance to recall what they now know.</p>	<p>Foundations</p> <h3>Mini Lessons</h3> <p>Through short, targeted large and small group lessons learners are explicitly taught new knowledge and skills related to learning standards</p>	<p>Foundations</p> <h3>Stations</h3> <p>Learners engage in stations designed to meet their individual academic needs. These stations provide opportunities to practice and build their competency with standards.</p>	<p>Career Skills</p> <h3>Adjust Implementation Planning</h3> <p>Learners adjust their plan for how they will put their work into action in the real world. They plan with who, when, where, and how they will implement.</p>
<p>Career Skills</p> <h3>Implementation</h3> <p>Learners put their work into the real world with the target audience or in the target location where they think they will have a chance to resolving the challenge.</p>	<p>Foundations</p> <h3>Collect Data</h3> <p>In groups, learners collect both quantitative and qualitative data on the efficacy of their solution. They use grade appropriate methods: e.g. observations, surveys, online data tracking.</p>	<p>Foundations</p> <h3>Analyze Findings</h3> <p>Together, learners use a variety of methods to summarize the results of their data. They use their findings to draw conclusions about the effectiveness of their solution.</p>	<p>Foundations</p> <h3>Discussion</h3> <p>Learners lead their own conversations about the results and the implications. They probe and push each other's thinking to help the group build deeper understanding.</p>	<p>Personal Development</p> <h3>Written Summary*</h3> <p>Learners practice their writing skills by reflecting on prompts about the challenge in their notebook. This helps them work through ideas. In Do, they reflect on the effectiveness of their solution.</p>
<p>Personal Development</p> <h3>Coaching Session**</h3> <p>A coaching session to reflect on progress and create or adjust an action plan for personal and academic goals.</p>	<p>Personal Development</p> <h3>Circle**</h3> <p>A community meeting to connect, and receive support for social emotional needs that arise during the module.</p>	<p>Growth Tracking</p> <h3>Experience Survey*</h3> <p>An opportunity for learners to share feedback with facilitators about how they are experiencing the module. They may also reflect on their own mindsets and behaviors.</p>	<h3>Closing*</h3> <p>Close out the day with a ritual that reminds the group that they are in this together. Preview the next day.</p>	

Facilitating Effectively

Over the course of the Do Phase, learners will engage in the general flow shown on the page above.

You may add additional activities, but at a minimum, learners should participate in each of the activities listed.

The exact amount of time spent on this flow will vary.

While this flow will largely be sequential, sometimes you and your learners will circle back to previous parts of the flow or jump ahead for a short time.

The figure below is **one** example of how the activities and practices can be planned over a number of sessions.

10-15 Hours

The Do Phase should...

Look Like

- Being out in the world putting solutions into action
- Grappling with implementation issues and redirecting
- Eagerness to find out if the solution works
- Deep learning about data collection and analysis

Sound Like

- Conversations, collaboration, re-building, doing
- Lawyers in a courtroom providing evidence to prove a point

Feel Like

- Being a professional and doing real work
- Actively making change happen

Do: ~2-2.5 Hour Block Each Day

Session 1	Session 2	Session 3	Session 4	Session 5
<ul style="list-style-type: none"> • Welcome & Review • Revisit QFT & Add Responses • Do Phase Introduction • Mini Lesson & Stations on Data Collection • Implementation Planning • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit QFT & Add Responses • Implementing • Data Collection • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit QFT & Add Responses • Implementing • Data Collection • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit QFT & Add Responses • Mini Lesson & Stations: Analyzing Evidence • Written Summary & Coaching Pull-Outs • Experience Survey • Closing 	<ul style="list-style-type: none"> • Welcome & Review • Revisit QFT & Add Responses • Discussion: Explain Results • Written Summary & Coaching Pull-Outs • Circle • Experience Survey • Closing

NAVIGATION

[What is the Share Phase All About?](#)

[Share in Action](#)

[Activities & Practices in Share](#)

[Facilitating Effectively](#)

[△ Click Back to Table of Contents](#)



SHARE

What is the “Share” Phase All About?

The Share Phase is an interactive experience where learners present their learning journey and their growth to community members, including peers, school staff, external partners, and families.

For facilitators, Share is a time to reflect on learners’ growth and success during the course of the model as well as compare those reflections to the reflections of learners.

During Share, learners explain and reflect on their learning by communicating their wins, challenges, and growth. They also explain their findings, make recommendations, and get feedback from the audience. Share focuses on learners and their academic and personal evolution as a result of the work. Sharing happens through stations, demonstrations, short presentations, Q&A, and more.

By the end of Share, learners should deeply understand where they were successful, where they experienced challenges and need to grow more, as well as why and what to do about it.

Share in Action



- [Hear advice](#) from Cindy on implementing Share
- Plan your Share Phase using this [template](#)

DID YOU KNOW?

Self reflection and evaluation is one of the top factors linked to student achievement¹². We support this by offering learners an opportunity to pause, reflect, synthesize, and analyze their efforts. By considering their personal and academic growth, linking their learning to past learning, projecting future learning goals, and assessing their impact, learners begin to see themselves as powerful changemakers. This is the main purpose of the Share Phase but learners practice through modules during personal development sessions.

Activities and Practices in Share

RevX brings a mix of activities and evidence-based practices into each phase of the DEEDS process, all in service of an engaging and powerful learning experience. The key activities and practices used in the Share phase are briefly described below.

Some practices happen daily or weekly. Others happen one time as part of the Examine phase.

* **Daily Practices/Activities**

** **Weekly Practices**

Welcome & Review*

Kick off the day with your starting routine, creed, meditation, and set the intentions for the day. Review information from the previous day; e.g. challenge question and QFT.

Career Skills

Revisit & Respond

At the beginning of each session revisit the challenge and learners' QFT questions so they have a chance to recall what they now know.

Post-Assessment

Complete multiple choice assessment aligned to standards covered in the module to compare to the baselines and determine growth on standards.

Foundations

Presentation Preparation

Leading up to the Presentation, learners practice presenting and answering potential questions from the audience. They also clarify roles and use a protocol to give each other evidence-based and goal-oriented feedback.

Career Skills

Presentation and Q&A

Learners present their learning journey to their community then break out into small groups to engage in Q&A facilitated by a moderator.

Personal Development

Final Circle

A community meeting to connect, and receive support for social emotional needs that arise during the module.

Personal Development

Final Coaching Sessions**

Time for learners to reflect on how well they are doing interpersonally and academically. They reflect on RevX outcomes, personal goals, and their experiences in the module. **Final Rubric Scores are entered.*

Growth Tracking

Experience Survey*

An opportunity for learners to share feedback with facilitators about how they are experiencing the module.

Final Celebration

Learners present their learning journey to their community then break out into small groups to engage in Q&A facilitated by a moderator.

Facilitating Effectively

Over the course of the Share phase, learners will engage in the general flow shown on the page above.

You may add additional activities, but at minimum, learners should participate in each of the activities listed.

The exact amount of time spent on this flow will vary.

While this flow will largely be sequential, sometimes you and your learners will circle back to previous parts of the flow or jump ahead for a short time.

The figure below is **one** example of how the activities and practices can be planned over a number of sessions.

The Share Phase should...

4-6
Hours

Look Like

- Smiles and celebration
- Deep reflection and thinking

Sound Like

- Strong student voices
- Communities and families asking questions and learning

Feel Like

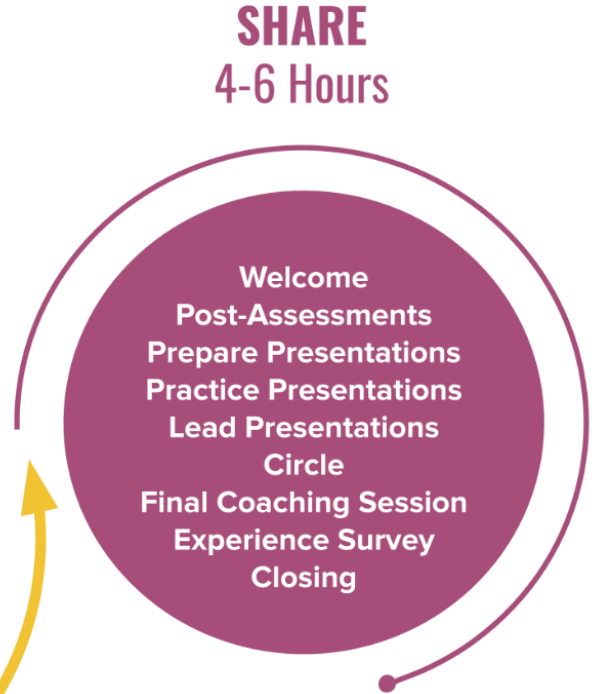
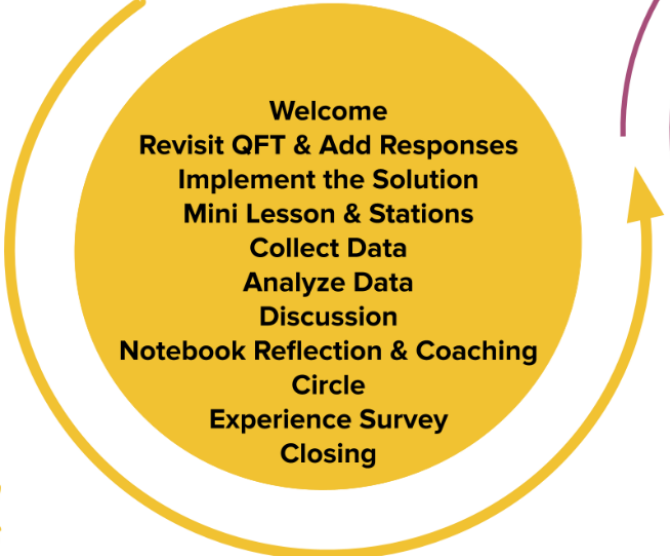
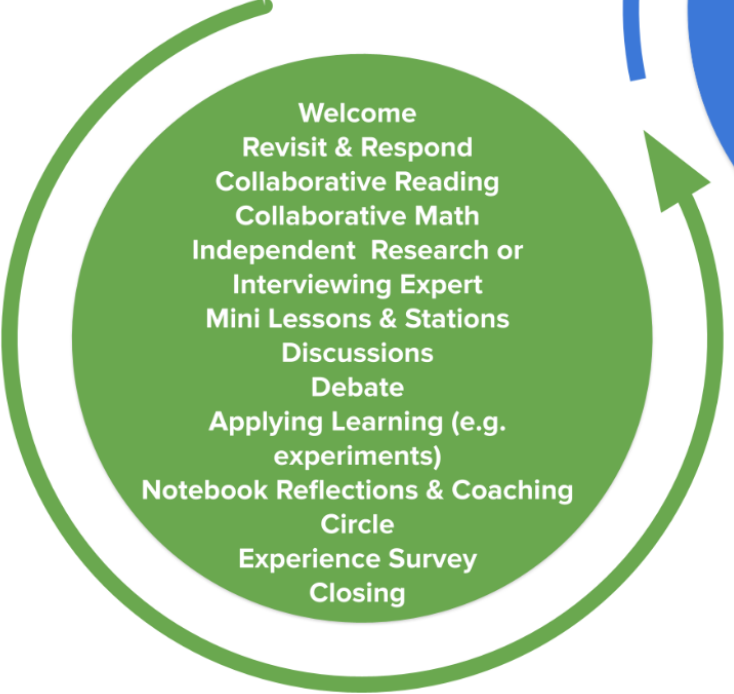
- Excitement
- Gathering and community
- A conclusion

Share: 2-2.5 Hour Block Each Day

Session 1	Session 2	Session 3
<ul style="list-style-type: none">• Welcome & Review• Revisit & Respond to QFT• Post Assessment• Final Coaching Sessions• Closing	<ul style="list-style-type: none">• Welcome & Review• Revisit & Respond to QFT• Presentation Preparation• Final Coaching Sessions• Final Circle• Experience Survey• Closing	<ul style="list-style-type: none">• Welcome & Review• Revisit & Respond to QFT• Presentation and Q&A• Final Celebration• Experience Survey• Closing

RevX Learner's

Experience



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